

TRAINING PROGRAM OF INSTRUCTION (TPI) FOR ELECTRONIC JOURNALISM COURSE



Approved by:

//SIGNED//

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SUPERSEDES TPI DATED APRIL 1999



ELECTRONIC JOURNALISM COURSE
TRAINING PROGRAM OF INSTRUCTION

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TRAINING PROGRAM OF INSTRUCTION

Preface

TRAINING PROGRAM OF INSTRUCTION FILE NUMBER (TPFN): DINFOS-EJC

TITLE: Electronic Journalism Course

TRAINING LOCATION: Defense Information School, Ft. George G. Meade, Maryland

SPECIALTY AWARDED: NA

PURPOSE: This course provides the knowledge and skills needed to give apprentice-level electronic journalism experience to non-broadcasters. The selected student should be serving as an electronic journalist, or projected for an Armed Forces Radio and Television Service assignment.

COURSE DESCRIPTION: In the Electronic Journalism Course, emphasis is placed on the principles and techniques needed to produce television news and feature assignments. The students learn writing for electronic journalism (EJ); voice-over and stand-up reporting; EJ news coverage; decisions in the sphere of military activities; operation of battery-operated television camera/recorder systems; lighting, site survey procedures; and video tape editing.

PREREQUISITES:

USA: Enlisted personnel in the grades E-1 through E-7 with a PMOS of 46R/46Q or graduates of AFIS-BBC (prior to 1 Oct 1986) may enroll in this course. RC students enrolled in the DINFOS-BRC, Broadcast Reclassification Course (fka AFIS IB-RC) must have completed Phases 1 and 2 prior to EJC enrollment. Phase 1, Broadcast Reclassification Course (fka AFIS IB-RC, Introduction to Broadcasting), resident training at the Defense Information School; Phase 2(15 ACCP sub-courses PAO100, PAO110, PAO120, DIO130, DIO140, DIO300, DIO310, DIO320, DIO330, DIO340, DIO345, DIO350, DIO351, DIO370, and DIO390.

Other Services: Graduate of DINFOS-BPAS-B (Prior to 1 Oct 1986), DINFOS BPAS-W, DINFOS BMC or DINFOS PAOQC or have one year television news department experience at an AFRTS station or currently working in an electronic journalist assignment that requires this training or currently projected for an AFRTS assignment that requires electronic journalism skills.

DoD Civilians: Civilian personnel requiring the need of electronic journalism skills.

Waivers may be granted by the Commandant, DINFOS and must be obtained prior to arrival for training.

Special Information: As of 1 Oct 1986, Electronic Journalism training was incorporated into the final two weeks of the DINFOS BPAS-B, formerly known as the Basic Broadcaster Course.

DINFOS BPAS-B (formerly known as the Basic Broadcaster Course) graduates with a completion date after 1 Oct 86 should not attend this course.

SECURITY CLEARANCE: None

CLASS SIZE:

MAXIMUM: 12

MINIMUM: 3

ANNUAL COURSE CAPACITY: 36

COURSE LENGTH: 10 TRAINING DAYS

ACADEMIC HOURS: 71.0

ADMINISTRATIVE HOURS: 9.0

TOTAL COURSE HOURS: 80

INSTRUCTOR CONTACT HOURS: 227

TYPE/METHOD OF INSTRUCTION: **HOURS:**

ADMINISTRATIVE (AD): 9.0

CONFERENCE/LECTURE (CL): 22.0

PERFORMANCE EXERCISE (PE): 49.0

TRAINING START DATE: 15 September 2003

ENVIRONMENTAL IMPACT: None. DoD policy was followed to assess the environmental impact.

MANPOWER: The Interservice Training Review Organization (ITRO) formula was used to determine the number of instructors required.

EQUIPMENT AND FACILITIES: The Course Design Resource Estimate (CDRE) contains this information.

TRAINING DEVELOPMENT PROPONENT: Defense Information School, Directorate of Instructional Support, (DINFOS/DIS): (301) 677-4492; DSN 622-4492.

FUNCTIONAL AREA 1 - VIDEOGRAPHY CONCEPTS AND TECHNIQUES

UNIT TITLE: Writing for Electronic Journalism

TPFN: DINFOS -EJC-001-001-

TPFN HOURS AND TYPE: 1 L; 0.5 PE

TPFN TOTAL HOURS: 1.5

PREREQUISITE TPFN: None

TASK(S): 001 Identify the six basic broadcast writing rules.
002 Identify the five “W”s and the “H” in story development.
003 Write a news script using facts and sound bites from a sample story.

SUMMARY OF INSTRUCTION: The students learn the elements for good broadcast writing. In writing a broadcast script, the students must use the six basic broadcast writing rules: clear, concise, conversational, complete, current, and correct. Students identify the five “W”s and the “H” (what, who, where, when, why, and how) in story development, and how to use them to attract viewer attention. Also discussed are active versus passive voice, using attribution, and special formats used in television writing. The students practice their writing skills using facts and sound bites from a sample story to produce a news script. This exercise is not graded, but the knowledge and skills will be applied, graded, and critiqued in subsequent performance exercises.

REFERENCES:

Television Field Production and Reporting, (3rd Edition), Fredrick Shook
ENG: TV News and the New Technology, Yoakan & Cremer
Broadcast Writing Style Guide, DINFOS
Radio and Television Handbook, DINFOS
EJ Criteria Guide, DINFOS

INSTRUCTOR/STUDENT RATIO: 1:12 (L); 1:3 (P)

SAFETY FACTORS: Normal

FUNCTIONAL AREA 1 - VIDEOGRAPHY CONCEPTS AND TECHNIQUES

UNIT TITLE: News Coverage and Electronic News Gathering Skills

TPFN: DINFOS -EJC-001-002-

TPFN HOURS AND TYPE: 2.5 L

TPFN TOTAL HOURS: 2.5

PREREQUISITE TPFN: None

TASK(S):

- 001 Describe the techniques of news reporting.
- 002 Identify the elements of newsworthiness.
- 003 Explain the differences between hard and soft approaches to news reporting.
- 004 Identify proper techniques in gathering information and assembling stories.
- 005 Describe importance of newsroom organization.

SUMMARY OF INSTRUCTION: In this unit, the students learn about the techniques of news reporting, including features, spots, and news. They identify the elements that make a story newsworthy – high impact/consequence, proximity, prominence, timeliness, and human interest/conflict. As a group, the students explain the differences between hard and soft approaches to reporting the news, then identify the proper techniques used to produce a news story including the use of file footage archives, and contingency plans and checklists. Finally, the importance of newsroom organization is discussed, along with a description of the positions of news director, assignment editor, and reporter. The students should be able to answer verbal questions at the conclusion of this unit. This knowledge is applied, graded, and critiqued in subsequent performance exercises.

REFERENCES:

Television Field Production and Reporting, (3rd Edition), Fredrick Shook
ENG: TV News and the New Technology, Yoakan & Cremer
Broadcast Writing Style Guide, DINFOS
Reporting and Writing the News, Ages, Ault, & Emery

INSTRUCTOR/STUDENT RATIO: 1:12 (L)

SAFETY FACTORS: Normal

FUNCTIONAL AREA 1 - VIDEOGRAPHY CONCEPTS AND TECHNIQUES

UNIT TITLE: Camcorder Operations/Camera Techniques

TPFN: DINFOS -EJC-001-003-

TPFN HOURS AND TYPE: 2.5 L; 1 D; 0.5 PE

TPFN TOTAL HOURS: 4

PREREQUISITE TPFN: None

TASK(S):

- 001 Identify components of the camera/recorder system.
- 002 Demonstrate proper microphone selection and headphone usage.
- 003 Describe proper set-up of camera/recorder in a field environment.
- 004 Identify importance of using a shooting strategy when recording video under field conditions.
- 005 Perform operator-level system checks.
- 006 Demonstrate ability to shoot a three-shot sequence.

SUMMARY OF INSTRUCTION: The students identify the components and operations of the ENG camera/recorder system. The main points covered are tripod set-up, camera set-up, safety measures, and the primary parts of the lens, camera, and recorder. The instructor demonstrates proper microphone selection and headphone usage, how to level the tripod, how to white balance, and how to properly set up the camera in a field environment. The students identify the importance of using a shoot strategy, and use this knowledge to shoot a three-shot sequence while performing operator-level system checks. The knowledge and skills learned are applied, graded, and critiqued in subsequent practical exercises.

REFERENCES:

Electronic Cinematography: Achieving Photographic Control Over the Video Image, Mathias & Patterson

Portable Video: ENG & EFP, Medoff & Tanquary

NPPA 1992 Workshop Materials, Hooker, Premack, & Affens

EJ Equipment Operator Manual

Television Field Production and Reporting, (3rd Edition), Fredrick Shook

INSTRUCTOR/STUDENT RATIO: 1:12 (L); 1:3 (D, PE)

SAFETY FACTORS: The students are exposed to electrical hazards. Students should not dismantle the protective outer plates from cameras, and must avoid placing their hands or other objects near the inner workings of any of the equipment used.

FUNCTIONAL AREA 1 - VIDEOGRAPHY CONCEPTS AND TECHNIQUES

UNIT TITLE: Shot Selection and Visualization

TPFN: DINFOS -EJC-001-004-

TPFN HOURS AND TYPE: 2 L

TPFN TOTAL HOURS: 2

PREREQUISITE TPFN: DINFOS-EJC-001-003-

TASK(S): 001 Discuss proper field of view.
002 Identify proper visual composition.
003 Explain proper shooting strategies.

SUMMARY OF INSTRUCTION: The objective of this lesson is that students learn the aesthetic principles of using a video camera. Students first evaluate what determines proper field of view, discussing long shots, medium shots, close-ups, cut-ins, cut-aways, and camera angles. The class identifies the components of proper composition, including creating depth and the rule of thirds. Students also identify common errors in composition and coverage such as poor positioning, lack of headroom, distracting movement, and unsuitable camera angles. The instructor uses a videotape example to initiate discussion of good and bad composition. Finally, the students learn how to develop proper shooting strategies using the three-shot story sequence approach. The knowledge and skills learned in this unit are applied, critiqued, and graded in subsequent practice exercises.

REFERENCES:

Portable Video: ENG & EFP, Medoff & Tanquary
Television Field Production and Reporting, (3rd Edition), Fredrick Shook
ENG: TV News and the New Technology, Yoakan & Cremer
Television Production Handbook, Zent
Radio and Television Handbook, DINFOS

INSTRUCTOR/STUDENT RATIO: 1:12 (L)

SAFETY FACTORS: Normal

FUNCTIONAL AREA 1 - VIDEOGRAPHY CONCEPTS AND TECHNIQUES

UNIT TITLE: Lighting for Electronic Journalism

TPFN: DINFOS-EJC-001-005-

TPFN HOURS AND TYPE: 2.5 L; 1 D

TPFN TOTAL HOURS: 3.5

PREREQUISITE TPFN: None

TASK(S):

- 001 Identify uses and types of lighting equipment.
- 002 Understand set-up and demonstration of lighting kits.
- 003 Light a typical single interview for indoor set-up.
- 004 Explain lighting for a two person interview.
- 005 Identify how to ensure that lighting meets technical requirements of camera system.
- 006 Explain operation of lighting equipment to provide an aesthetically pleasing picture.

SUMMARY OF INSTRUCTION: This unit of instruction provides students with the basic principles of lighting for electronic journalism. Students begin by identifying the types of lighting and lighting situations. They discuss the difference between quantity and quality of light before observing a demonstration of lighting kits and battery-operated lights. The instructor demonstrates the set-up and describes the safety precautions students must use when working with lights. Also demonstrated is the use of gels, basic three-point lighting, and use of reflectors. Students learn how to ensure that the lighting used meets the technical requirements of their camera systems, including the technical and non-technical requirements of the lights. Students come away with an understanding of the importance of lighting in providing an aesthetically pleasing picture. The knowledge and skills learned in this unit are applied, graded, and critiqued in subsequent practice exercises.

REFERENCES:

Lighting Techniques for Video Production: The Art of Casting Shadows, Letourneau
Portable Video: ENG and EFP, Medoff & Tanquary
ENG: TV News and the New Technology, Yoakan & Cremer
NPPA 1992 Workshop Materials, Hooker, Premack, & Affens
Television Field Production and Reporting, (3rd Edition), Fredrick Shook
Television Production Handbook, Zent

INSTRUCTOR/STUDENT RATIO: 1:12 (L); 1:3 (D)

SAFETY FACTORS: Be careful with electrical extension cords needed to operate lighting equipment. Tripod stands for lights are not stable. Use Kevlar gloves when handling light fixtures. The lights produce a great amount of heat and can severely burn if handled without gloves. Ensure the pin on top of the light is firmly locked and rotated away from the front of the lamp face to prevent the plastic end from melting and smoking. Be careful with the video cable from camera to monitor.

FUNCTIONAL AREA 1 - VIDEOGRAPHY CONCEPTS AND TECHNIQUES

UNIT TITLE: Principles of Broadcast Editing

TPFN: DINFOS -EJC-001-006-

TPFN HOURS AND TYPE: 2 L; 1.5 PE

TPFN TOTAL HOURS: 3.5

PREREQUISITE TPFN: None

TASK(S):

- 001 Explain the basic concepts involved in videotape editing.
- 002 Identify components of the basic video editing system.
- 003 Explain the difference between assemble and insert cells.
- 004 Define the uses of A-roll and B-roll.
- 005 Prepare the EJ system for editing.

SUMMARY OF INSTRUCTION: In this unit of instruction, students learn the basic concepts and importance of videotape editing. They identify the basic components of a videotape editing system, types of edits, and audio capabilities and requirements. The students explain the differences between assemble and insert cells, and define the uses of A-roll and B-roll. The instructor demonstrates the editing of a prerecorded voice-over, standup, and video with natural sound. During this, the students learn the use of the scene log and script with predetermined edit points. The demonstration results in a finished product that contains a narrator voice-over, B-roll with natural sound, and a standup. Students prepare the system for editing, then building on knowledge learned, edit a 60-second news story in accordance with the *EJ Criteria Guide*.

REFERENCES:

Television, Fang

ENG: TV News and the New Technology, Yoakan & Cremer

EJ Editing System Operators Manuals

EJ Criteria Guide

INSTRUCTOR/STUDENT RATIO: 1:12 (L); 1:3 (PE)

SAFETY FACTORS: The students must be aware of electrical hazards present inside the equipment.

FUNCTIONAL AREA 1 - VIDEOGRAPHY CONCEPTS AND TECHNIQUES

UNIT TITLE: Application of Videography Concepts and Techniques

TPFN: DINFOS -EJC-001-007-

TPFN HOURS AND TYPE: 5.5 PE

TPFN TOTAL HOURS: 5.5

PREREQUISITE TPFN: All previous TPFNs

TASK(S):

- 001 Operate camera/recorder system.
- 002 Select EJ shooting strategy and composition using video camera.
- 003 Demonstrate proper visual composition.
- 004 Select proper shooting strategy (three-shot sequence, sufficient cut-ins and cut-aways) to provide visual continuity in EJ coverage.
- 005 Operate videotape editing equipment.
- 006 Edit a 60-second video story with natural sound.

SUMMARY OF INSTRUCTION: Building on the knowledge acquired in previous units, students are given the opportunity to demonstrate the application of videography concepts and techniques. Students first devise storyboards to visualize the sequences prior to shooting. Using the ENG camera/recorder system, the students select a shooting strategy and must then demonstrate proper visual composition and field of view. Students are encouraged to shoot this exercise outside to make use of natural light. However, instructors ensure there is an alternate plan to shoot inside in case of inclement weather. The students shoot and edit three, 3-shot sequences with natural sound. While not graded, the exercise is critiqued and the product must be in accordance with the standards contained in the *EJ Criteria Guide*.

REFERENCES:

Television Field Production and Reporting, (3rd Edition), Fredrick Shook
ENG: TV News and the New Technology, Yoakan & Cremer
EJ Editing System Operators Manuals
EJ Criteria Guide

INSTRUCTOR/STUDENT RATIO: 1:3 (PE)

SAFETY FACTORS: Alert students about possible traffic hazards while carrying several pounds of equipment across busy streets. Students should also be aware of electrical hazards while using lights, and should use Kevlar gloves when handling them because of the extreme heat. Students should allow the lights to cool before storing them.

FUNCTIONAL AREA 2 - ELECTRONIC NEWS GATHERING PRODUCTION

UNIT TITLE: Actualities in Electronic Journalism

TPFN: DINFOS-EJC-002-001-

TPFN HOURS AND TYPE: 1 L; 2 PE

TPFN TOTAL HOURS: 3.0

PREREQUISITE TPFN: All previous TPFNs

TASK(S):

- 001 Identify the types of sound bites (or “actualities”) used in EJ stories.
- 002 Shoot sound bites in a field environment.
- 003 Set up proper lighting.
- 004 Explain the use of reporter “cut-aways.”
- 005 Compose reporter “stand-up” in a field environment.
- 006 Shoot reporter “stand-up” in a field environment.

SUMMARY OF INSTRUCTION: Students begin this unit of instruction by identifying the three types of actualities – sound bite, natural sound bite, and man-on-the-street interview. The class discusses the purpose of the reporter cut-away and “standup.” Students learn the shot compositions for actualities, reporter cut-aways, and the “standup.” The instructor demonstrates how to shoot each of these reporting tools, and then places the students into groups. Students are assigned positions, e.g., camera operator, grip or interviewee, and given equipment to be used on the shoot. The students must determine the lighting situation and set up their gear in accordance with the instruction learned in DINFOS-EJC-001-005-. Students compose and shoot sound bites, reporter cut-aways, and “stand-ups” under the supervision of the instructors. Students are then given a demonstration on how to edit the sound bites and “stand-ups.” Students practice editing their own material onto a master tape without error.

REFERENCES:

Television Field Production and Reporting, (3rd Edition), Fredrick Shook
ENG: TV News and the New Technology, Yoakan & Cremer
Television Production Handbook, Zent
Radio and Television Handbook, DINFOS
Television, Fang

INSTRUCTOR/STUDENT RATIO: 1:12 (L); 1:3 (PE)

SAFETY FACTORS: Students should also be aware of electrical hazards while using lights, and should use Kevlar gloves when handling them because of the extreme heat. Students should allow the lights to cool before storing them.

FUNCTIONAL AREA 2 - ELECTRONIC NEWS GATHERING PRODUCTION

UNIT TITLE: Application of ENG Techniques I & II

TPFN: DINFOS-EJC-002-002-

TPFN HOURS AND TYPE: 16PE

TPFN TOTAL HOURS: 16

PREREQUISITE TPFN: All previous TPFNs

TASK(S):

- 001 Write a 60-second news feature.
- 002 Shoot a 60-second news feature.
- 003 Perform a voice-over for a 60-second news feature.
- 004 Shoot and conduct an interview with a camera/recorder system.
- 005 Edit a 60-second news feature.

SUMMARY OF INSTRUCTION: This unit consists of three graded performance exercises. Students work in groups of three during the exercises, rotating the duties of reporter, camera person, and grip. Given a story assignment, interview subject, EJ camera/recorder system, and all necessary editing equipment and supplies, the students gather all necessary information and write a 60-second news feature. The students shoot and conduct an on-camera interview, support video, and a transition standup. The students also record a voice-over and edit their story. The students must perform these tasks in accordance with the standards contained in the DINFOS *Broadcast Writing Style Guide*, *Radio and Television Handbook*, and *EJ Criteria Guide*. The instructors remain with the students during the entire videotaping of these exercises, allowing the students to make mistakes, but not establish bad habits.

REFERENCES:

Television Field Production and Reporting, (3rd Edition), Fredrick Shook
ENG: TV News and the New Technology, Yoakan & Cremer
Television Production Handbook, Zent
Radio and Television Handbook, DINFOS
Broadcast Writing Style Guide, DINFOS
EJ Criteria Guide, DINFOS

INSTRUCTOR/STUDENT RATIO: 1:3 (PE)

SAFETY FACTORS: Alert students to electrical hazards while using lights. The students should be advised to wear Kevlar gloves when handling lights. Caution the students to allow lights to cool off before returning them to the case.

FUNCTIONAL AREA 2 - VIDEOGRAPHY CONCEPTS AND TECHNIQUES

UNIT TITLE: Application of ENG Techniques III & IV

TPFN: DINFOS-EJC-002-003-

TPFN HOURS AND TYPE: 17PE

TPFN TOTAL HOURS: 17

PREREQUISITE TPFN: All previous TPFNs

TASK(S):

- 001 Write a 90-second news feature story.
- 002 Shoot a 90-second news feature story.
- 003 Perform a voice-over for a 90-second news feature.
- 004 Edit a 90-second news feature story.

SUMMARY OF INSTRUCTION: Building on knowledge learned in previous units of instruction, the students select a story idea, conduct an interview, and write a 90-second news feature story script. Using an ENG camera/recorder system, the students videotape all information needed to assemble a finished news story. The students rotate the duty assignments of interviewer, camera operator, and grip. When finished, the students record a voice-over and edit a 90-second news story. The students must perform these tasks in accordance with the standards contained in the DINFOS *Broadcast Writing Style Guide*, *Radio and Television Handbook*, and *EJ Criteria Guide*.

REFERENCES:

Television Field Production and Reporting, (3rd Edition), Fredrick Shook
ENG: TV News and the New Technology, Yoakan & Cremer
Television Production Handbook, Zent
Radio and Television Handbook, DINFOS
Broadcast Writing Style Guide, DINFOS
EJ Criteria Guide, DINFOS

INSTRUCTOR/STUDENT RATIO: 1:3 (PE)

SAFETY FACTORS: Alert students to electrical hazards while using lights. The students should be advised to wear Kevlar gloves when handling lights. Caution the students to allow lights to cool off before returning them to the case.

FUNCTIONAL AREA 3 - ELECTRONIC FIELD PRODUCTION

UNIT TITLE: Spot Production

TPFN: DINFOS-EJC-003-001-

TPFN HOURS AND TYPE: 2 L

TPFN TOTAL HOURS: 2

PREREQUISITE TPFN: None

TASK(S): 001 Describe how spot production differs from ENG.
002 Identify the major steps involved in the production process.

SUMMARY OF INSTRUCTION: Students define Electronic Field Production (EFP) and explain how it differs from Electronic News Gathering (ENG); identify the major steps involved in the production process; and given a requirement to produce a spot announcement, develop an idea and construct a storyboard to include identification of target audience and objective statement. The knowledge and skills learned in this unit are applied, graded, and critiqued in DINFOS-EJC-003-002-.

REFERENCES:

Electronic Cinematography: Achieving Photographic Control Over the Video Image, Mathias & Patterson

Portable Video: ENG & EFP, Medoff & Tanquary

Television Field Production and Reporting, (3rd Edition), Fredrick Shook

NPPA 1992 Workshop Materials, Hooker, Premack, & Affens

EJ Equipment Operator Manual

INSTRUCTOR/STUDENT RATIO: 1:12 (CL)

SAFETY FACTORS: Normal

FUNCTIONAL AREA 3 - ELECTRONIC FIELD PRODUCTION

UNIT TITLE: Application of Spot Production Techniques

TPFN: DINFOS-EJC-003-002-

TPFN HOURS AND TYPE: 10.5 PE

TPFN TOTAL HOURS: 10.5

PREREQUISITE TPFN: All previous TPFNs

TASK(S):

- 001 Identify target audience and develop objective statement.
- 002 Construct a storyboard.
- 003 Write a 30-second local command information spot.
- 004 Shoot a 30-second local command information spot.
- 005 Voice a 30-second local command information spot.
- 006 Edit a 30-second local command information spot.

SUMMARY OF INSTRUCTION: Using the idea and storyboard constructed in the previous unit of instruction, students write a 30-second local command information spot announcement that is in accordance with the DINFOS *Broadcast Writing Style Guide*. Students use an ENG camera/recorder system to shoot all required videotape within the time allowed by the instructor. Students perform a voice-over, and edit the assignment within the time allotted. The final product should be broadcast-quality, featuring original, student-produced videography, and contain video and audio editing with voice-over and natural sound. The spot must meet a stated command policy objective, and comply with the *EJ Criteria Guide*.

REFERENCES:

Electronic Cinematography: Achieving Photographic Control Over the Video Image, Mathias & Patterson

Portable Video: ENG & EFP, Medoff & Tanquary

Television Field Production and Reporting, (3rd Edition), Fredrick Shook

NPPA 1992 Workshop Materials, Hooker, Premack, & Affens

EJ Equipment Operator Manual, Fang

INSTRUCTOR/STUDENT RATIO: 1:3 (PE)

SAFETY FACTORS: Alert students to electrical hazards while using lights. The students should be advised to wear Kevlar gloves when handling lights. Caution the students to allow lights to cool off before returning them to the case.

FUNCTIONAL AREA 4 - COURSE ADMINISTRATION

UNIT TITLE: Course Administration Activities

TPFN: DINFOS-EJC-004-001-

TPFN HOURS AND TYPE: 9 AD

TPFN TOTAL HOURS: 9

PREREQUISITE TPFN: None

TASK(S): 001 Complete in-processing.
002 Complete end-of-course critique.
003 Participate in a graduation ceremony.
004 Complete out-processing.

SUMMARY OF ACTIVITIES: Self-explanatory.

REFERENCES:

DINFOS Policy & Operating Procedures Manual (POPMAN)

INSTRUCTOR/STUDENT RATIO: 1:12 (AD)

SAFETY FACTORS: Normal